

*Who
Are The
Trustees?*

SPELMAN MESSENGER

A SPECIAL REPORT

FALL/WINTER, 1975
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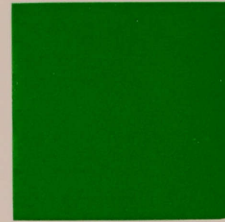
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Editorial Staff: Ernestine E. Brazeal and Judy T. Gebre-Hiwet



Cover: A Historical Perspective—

I. to r., Trustees and friends:
(seated) Mrs. Hattie R. Watson,
Trevor Arnett, President Florence M.
Read, Ernest E. Quantrell, Mrs.
Chauncey Waddell. Standing, Mr. and
Mrs. Robert West, Lawrence J.
MacGregor, Mrs. John Rousmaniere,
Mrs. John W. Davis in front of
Reynolds Cottage, 1948.

Spelman Messenger

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ERNESTINE E. BRAZEAL. EDITOR, SPELMAN MESSENGER

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"It is sometimes advantageous to be unseen, although it is most often rather wearing on the nerves . . . you often doubt if you really exist. You wonder whether you aren't simply a phantom in other people's minds. Who knows but that . . . I speak for you?"

Ralph Ellison's
Invisible Man

TRUSTEES ARE PEOPLE

Perhaps at a point in time, the trustees of Spelman College were invisible. As members of an august and powerful body which seemed to meet secretly on campus behind the locked door of what was known as the "Board Room," distinguished men and women, earnest and somber, closeted themselves away for hours while they charted the future course and destiny of the institution and all who were a part of it. Theirs was an awesome responsibility, for these early Board members had committed themselves deeply to the educational welfare of an oppressed and disadvantaged group. This was at a time when "causes" were not favorably viewed by the larger society or even by many of their intimate friends.

The decision of these men and women to actively and openly support the freedom of black women to pursue knowledge, in a unique and hostile environment designed to enhance their special talents and abilities, was indeed a radical one. It was a noble choice, but one for which they often were penalized by being ignored and ostracized.

Their concept of trusteeship required that this responsibility be fulfilled even at the possible expense of the self-interest of the person assuming such burdens. It was a fiduciary principle of trust involving the many interests of a special group and the faithful and honorable fulfillment and management of the obligations which such a

trust implies. It is not always easy to balance what one views as the effective carrying-out of responsibility while, at the same time, translating the complex meaning of that duty to those who have entrusted you with it. Boards of Trustees are made up of human beings and that necessarily implies that they are not perfect functionally or in spirit.

However, the true measure of any Board is the ability of its members to look critically at themselves and the collective body and respond creatively and humanely to fallibility in people and in organizations. Historically, the men and women who have served as trustees of this institution have evidenced that great capacity. It has been, and continues to be, the factor which gives Spelman a special *potential* exceeding many institutions of higher education in this country—a potential for the creation of a humane society beyond our present dreams.

It is within this continuing spirit of candor, and with the knowledge and the new

and expanding process of interaction initiated by trustees among students, faculty and administrative staff that the Editor devotes this issue of the *Spelman Messenger* to past and present members of the Spelman College Board of Trustees. These were and are proficient men and women of integrity, persons of prominence and assured financial position. Current members of the Board may, even today, appear to be visibly absent from the everyday life of the college, but they work untiringly for the growth and development of Spelman. They are not the “phantoms” of which Ralph Ellison speaks, but flesh and blood people with diverse and intense responsibilities. Their work here which is often so critically basic as to be subtle, involves a deep sense of commitment to and belief in the value of the search for truth as an end in itself, the need for complete freedom to pursue knowledge, the obligation to have respect for opinion based on reason, and the absolute denial of force as an element in persuasion.

The Spelman Board Of Trustees

*"THE FIRST TRUSTEES WERE
POWERFUL, SILENT PRIME-
MOVERS WHO BECAUSE OF
HISTORY AND CIRCUMSTANCES
OF OPPRESSION OF BLACK
PEOPLE PREFERRED TO WORK
UNOBTRUSIVELY."*

In 1887, Misses Sophia B. Packard and Harriet E. Giles, the founders of the small private school for black freedwomen, were determined to extend the physical boundaries of the campus. Since the opening of the school in the basement of Friendship Baptist Church, Atlanta, Georgia, in 1881, a plot of land had been purchased not far from the original founding site in an area now bordered by Greensferry Avenue. However, the two women were afraid that the adjoining property might fall into unfriendly hands. Prior to their usual summer fund-raising trip to the North, they authorized a colored neighbor, Mr. W. S. Darden, and Maj. Sidney Root to act as

their agents in negotiating purchase. In three weeks, these gentlemen reported that they had persuaded the owners to agree to sell for \$3,200, the land between the Seminary property and what was then known as Culver Street.

The question of incorporating the Seminary had been raised as soon as the new property, which had been the site for the Union Army Barracks, had been purchased. The matter had been delayed because the relationship and responsibility of the principals, Misses Packard and Giles, to the Women's American Baptist Home Mission Society and to the American Baptist Home Mission Society had

never been clearly defined. Indeed recriminations had resulted several times in the past because the women's society, jealous to secure due credit for Spelman, suspected that gifts paid directly to the ABHMS had not been reported to the WABHMS Board. They also felt that the two principals were sometimes quicker to take advice from ABHMS officials or to follow their own counsel than to consult with the women's headquarters in Boston.

However, since the gift of the Hon. S. C. Gale, who had been a teacher of one of the founders and had become a prosperous business man, had been made for the purchase of additional property with the stipulation that the Seminary must be incorporated, the final steps were hastened. At a meeting called to incorporate Spelman Seminary, on the afternoon of March 16, 1888, at half past three in the afternoon, in the principals' parlor, the Reverend William J. White presided and was elected chairman. He had actually been responsible for organizing the meeting. It is worth noting that the Reverend Mr. White's daughter, Claudia White, was one of two graduates of the first college class of Spelman in 1901. Mr. E. Holmes was elected secretary. The April, 1888 issue of the *Spelman Messenger* carried the following account:

Spelman Seminary Incorporated
Chamber Commerce Building
Atlanta, Ga., March 16, 1888

At a meeting called this afternoon at half past three to incorporate Spelman Seminary, there were present Maj. Sidney Root, Rev. Dr. Henry McDonald, Rev. William J. White, and Prof. William E. Holmes. Judge George Hillyer, one of the committee, unable to attend gave Maj. Root, the power of attorney to act in his place.

Profile of A Patron

MAJ. SIDNEY ROOT

Mr. Root had been an active friend of Spelman Seminary almost from its beginnings. A native of Montague, Massachusetts, he had come to Atlanta before the Civil War, and had been continually active in all good works—"that ubiquitous and energetic citizen," the *Atlanta Journal* called him.

He used to relate that one spring morning in 1881 "two polite ladies walked in and handed me some most unexceptional introductory letters, saying they were about to establish a school for colored girls and women in Atlanta. 'I fear,' he would admit, 'I told these noble women . . . rather roughly that I could not help them, that I was opposed to the kind of education they were giving colored girls, which appeared to be chiefly classical.'

Mr. Root was not long, however, in coming to inspect the basement school, and before it closed that first spring he had been won over. Until his long illness and death in 1897, he was one of the wisest and most devoted members of the Visiting Committee and, after the incorporation of the Seminary, a very fine trustee.

The meeting was organized by electing, Rev. W. J. White, chairman, and W. E. Holmes, secretary.

It was stated that the object of the meeting was to receive the charter granted to Spelman Seminary and to organize in accordance therewith the Board of Trustees.

The charter was then presented, read, and accepted as follows:

RESOLVED, that the charter which has just been granted by the State of Georgia incorporating Spelman Seminary be, and the same is hereby accepted.

In accordance with a provision of the charter to divide the members of the Board into three classes to serve respectively one, two and three years, it was voted to make the following divisions:

I. CLASS ONE YEAR.—Sidney Root, George Hillyer, Henry McDonald, Wm. J. White, Wm. E. Holmes, Georgia.

II. CLASS TWO YEARS—John D. Rockefeller, Henry L. Morehouse, New York; Jas. L. Howard, Connecticut; Chester W. Kingsley, Mial Davis, Massachusetts,

III. CLASS THREE YEARS—Robt. H. Cole, Mrs. S. Nickerson, Mrs. Irene F. Bosworth, Mrs. Louise S. McWhinnie, Mrs. Ellen A. Harwood, Massachusetts; Thos. J. Morgan, Rhode Island.

The officers elected to serve for the ensuing year are: President, Henry L. Morehouse, New York; Vice President, William J. White, Georgia; Treasurer, Miss Sophia B. Packard, Georgia.

It was voted that Henry L. Morehouse, of New York, Sidney Root, Henry McDonald, George Hillyer, Wm. E. Holmes, of Georgia, constitute the executive committee.

After further consideration of matters pertaining to the Seminary it was voted to publish these proceedings in the *Georgia Baptist, Christian Index*, and SPELMAN MESSENGER. Meeting adjourned.

This first Board of Trustees of Spelman was independent and self-perpetuating.

The 16 members included one Negro, and the Executive Committee of five included one Negro who was Wm. E. Holmes. The American Baptist Home Mission Society and the Women's Auxiliary had representation on it, which helped to heal old wounds. However, neither of the Societies owned the Seminary. Title to some of the property was already in the name of the Seminary; and some of it was owned by the ABHMS and some by the Principals. At a later date, however, the ownership of all the land and buildings was acquired by Spelman Seminary.

The charter ran for 20 years; in 1908 it was renewed for another 20 years and in 1912 and 1924 it was amended with the latter year signaling the name change from Spelman Seminary to Spelman College. In 1928, the charter was renewed and extended with amendments for 100 years. An amendment occurred again in 1955. Bylaws were adopted in 1888, and have been altered from time to time to meet changing circumstances.

The *Messenger* captured the style and atmosphere of the trustees' meeting one year after the incorporation of the Seminary when the proceedings of the day were recorded in the May issue of 1889. In its traditional role as recorder of the official history of the college and as an organ publishing information for general dissemination to all elements of the college community, the following account of that historically interesting meeting is reprinted here.

MEETING OF THE TRUSTEES OF SPELMAN SEMINARY.

The trustees of Spelman Seminary met at Spelman in the Principals' parlor, Rockefeller Hall, on the 11th of March.

There were present, in person, Dr. Henry L. Morehouse, Maj. Sidney Root, Dr. Henry McDonald, Miss Sophia B. Packard, and Prof. Wm. E. Holmes; by proxy, Mrs. S. S. Harwood, Mr. Robt. H. Cole, Mr. James W. McWhinnie, Mr. C. W. Kingsley, Gen. Thos. J. Morgan, Mr. Mial Davis, Mr. John D. Rockefeller, Mrs. J. F. Bosworth, and Mrs. Sylvina Nickerson.

After prayer by Dr. McDonald, Dr. Morehouse took the chair, and Prof. Holmes was requested to note the proceedings of the session. This done, on motion of Maj. Sidney Root, it was voted that Miss Packard should report on the condition of the Seminary.

She reported as follows:

Trustees of Spelman Seminary, Gentlemen I would respectfully submit the following as our report on the condition of the Seminary:

Our attendance this year is five hundred and forty-five. But for the yellow fever in Florida, and the flood in Augusta in this state in the early part of the session it would be larger.

The students are earnest and energetic in the prosecution of their studies, and solid progress is being made in all departments of the Institution.

The health of both teachers and students has been exceptionally good during the entire session.

Our teachers are a faithful, devoted Board of Instruction. They discharge with satisfaction to us, and with credit to themselves and the denomination, the responsible duties committed to their hands.

*Sophia B. Packard.
Hattie E. Giles.*

Dr. McDonald, Prof. Holmes, and Maj. Root spoke at length of the report, bearing testimony to the good work done at Spelman. The report was adopted.

On motion of Dr. McDonald, which was unanimously carried, Maj. Sidney Root and Judge George Hillyer were appointed a committee to arrange for

the closing of a street running through Spelman property.

The chair appointed Maj. Sidney Root, Dr. McDonald, and Prof. Wm. E. Holmes, a committee on the sale of property not needed by the Seminary.

The following by Dr. McDonald was unanimously adopted:

Resolved, that we regard the endowment of Spelman Seminary as an immediate and urgent need, and we appeal to the friends of education to make contribution for this purpose.

On motion of Dr. McDonald it was voted that the annual meeting of the Board of Trustees be hereafter held in February.

On motion of Maj. Sidney Root it was voted that the particular date in February for meeting should be fixed by the chair.

On motion of Maj. Root it was voted that the secretary be empowered to vote the proxies.

L. to r., Mr. C. Everett Bacon, trustee and Mrs. Billie G. Thomas, professor, French Department.



On motion of Maj. Root it was voted that the following named persons serve the Board officially during the year: President—Dr. Henry L. Morehouse; Vice President—Rev. Wm. J. White; Secretary—Maj. Sidney Root; Treasurer—Miss Sophia B. Packard; Executive Committee—Dr. H. L. Morehouse, Maj. Sidney Root, Judge Geo. Hillyer, Prof. Wm. E. Holmes, and Dr. Henry McDonald.

On motion of Maj. Root, it was voted that Sidney Root, Atlanta, Ga., Geo. Hillyer, Atlanta, Ga., Wm. E. Holmes, Atlanta, Ga., Henry McDonald, Atlanta, Ga., and Wm. J. White, Augusta, Ga. serve Spelman as trustees for three years from the annual meeting of March 11, 1889.

After the discussion of other matters brought forward for consideration, it was, on motion of Dr. McDonald, voted that the meeting adjourn.

*Wm. E. Holmes, Secretary, pro tem.
Henry S. Morehouse, President.*

*L. to r., Mrs. Claudia White Harreld alumna, C'01,
and Mrs. Laurance S. Rockefeller, trustee.*



One of the intriguing and heartening evolutionary aspects of the Spelman Board has been the special interest each individual member has evidenced in the growth of the students as unique persons. In recent years, Board members have assumed a new and more intimately connected role as guardians of an atmosphere which academically fosters not only freedom of expression and the rights of students to study and learn in an environment of spacious inquiry, but of faculty and staff to creatively implement and suggest new models for learning. At the insistence of one of its members, an admirable effort is being made by the Board to be more accessible to all of the constituents of the college and the result is that meaningful and viable channels of communication are now open, which promise increased vitality and significance for the institution.

The future is going to present many grave problems for Spelman College. To survive, Spelman College must combine in ingenious and imaginative and innovative and newly sophisticated ways the interest and concerns of those of power and influence in the larger environment with the interests and concerns of those intimately acquainted with the programs and services of the institution.

At the heart of this new kind of relationship between institution and environment lie the trustees.

*"All That Can Be Said About
Trustees Safely"*

by Francis C. Pray, Chairman
Frantzreb and Pray Associates,
Inc.

Spelman College Trustee Dinner,
April 16, 1970.

Mr. Pray was prophetic. A trusteeship is not a position which is solely honorific. It represents hard physical as well as mind-bending responsibilities which often involve, especially for the member serving on the board of a small, private, black women's college, finding a way or making one. The definition of trustee powers and duties are notably broad and therefore notably imprecise. Much is left up to the individual's ability to apply the wealth of experience he brings to the task as well as his capacity for a great work load and his genuine concern for the well-being of mankind. In addition, the trustee must be one of *unusual* probity and prudence, discharging responsibility for providing opportunities for the less fortunate with ability, in return for his standing in the community.

Spelman has been fortunate to have attracted such men and women as members of its Board. Board leadership has been exceptional through the years and particularly in the persons of Trevor Arnett (who served as chairman for nearly thirty years), Lawrence J. MacGregor (who served as trustee and chairman for more than twenty-four years), and Sally Sage McAlpin, first woman chairperson (who served as member and chairperson for seventeen years). These leaders and the members who served with them were individuals of wisdom, judgment, and often-times brought with them knowledge in a specialized area which previously had not been represented on the Board. Mrs. McAlpin, who currently holds emerita status on the Board, continues her support of the College, serving as chairperson of the important Development Committee, a standing committee of the Board.

The performance of the trustees is the ultimate measure of a college's worth. This is fundamental, no matter what happens in other areas of the institution's life. The effective discharge of their duties requires the determination of policy and its implementation either directly by their own actions or by surrogate. In either case there is no escape from responsibility.

FRANCIS DAY ROGERS, who was elected Board chairman on April 17, 1975, continues this valuable tradition. A trustee since 1964, Mr. Rogers' election evidences the collective attitude of the Board which is one that does not solely invest its success in team effort. Team effort is not enough for effective operation, for that could be too cozy for effective decision-making. There must be relevant skill and experience, as well as a great understanding of the college and expertise in the areas of educational management and of program operation.

Mr. Rogers interprets the role of the Spelman Board and candidly assesses in what direction the Board should be moving. As an accomplished architect, who is intimately acquainted with the lives and lifestyles of the women at Spelman through the innovative and functional residence halls his firm has designed on the campus, he is eager to become not only a vital but a *visible* member of the Spelman Family.

Francis Day Rogers, Board Chairman

"They (trustees) have been distant and unassociated far too long just as I was for my first ten years on the Board. Board management was almost a single-handed operation for too long, no matter how well done.

"Thanks to Sally McAlpin, (Board chairperson 1970-75), during the past five years the Board has moved to new dimensions of vision and new actions."



April, 1964—

Partner, Rogers, Butler, Burgun & Bradbury, architects, New York City; limited partner, Fox, Wells & Rogers, investments; BA, Yale University; BArch, New York University.

WHAT IS A BOARD OF TRUSTEES?

The College is managed through its Board of Trustees, the Executive Committee of the Board and the President who is responsible to the Board.

The bylaws of the College provide for "not less than 15 nor more than twenty-three trustees (including ex-officio trustees

as provided in the Charter), and shall meet annually at such time and place as its Executive Committee may decide.

"Trustees shall serve for three-year terms with the exception of the exofficio members. Trustees chosen to fill vacancies caused by resignation, removal, or death, shall be elected only for the unexpired term of the trustees whose places they are to fill. No trustee (other than an exofficio trustee) shall be eligible for more than three successive terms; but after the expiration of an interval of one year following the end of the third term shall be eligible for further election. No trustee shall be eligible for re-election after the age of seventy-two; but the Board may elect as Honorary Trustee retiring members when the services of such members warrant special recognition (for meritorious service.) Honorary trustees need not be elected for a stated term and shall have all privileges, except that of voting."

WHAT ARE THE FUNCTIONS OF THE BOARD?

In order to be effective, the Board of Trustees of a small, private college should meet the definition of a collegial group, as an organized body of women and men who have accepted common objectives and duties. Cultural and educational backgrounds are likely to be of importance in the selection process, as is also ideological compatibility.

Collegiality is also enhanced by the selection of individuals who have had better than average success in their careers and consequently are unlikely to attempt to take personal advantage of a trusteeship if only for the reason that they have little or no need for extra material rewards. The members gain satisfaction from their services.

The Spelman Board "has been enlarged in size, and it works through dedicated committee action where interplay of thought takes place. Its composition is almost evenly divided between black and white, men and women. The Board always tries to make decisions using judgment and based on agreed-upon policies. While the whole Board meets but twice a year, various committees meet much more frequently."

—Francis Day Rogers

Members of the Spelman Board are distinguished individuals and represent diverse areas of specialty. Pursuers of intellectual excellence for the College, they maintain a productive working relationship with each other. Out of a Board membership of eighteen, nine are Black; seven are women, one of whom represents the Alumnae Association of the College. States from which they come are Georgia 6; New York 7; Massachusetts 3; Connecticut 1; and the District of Columbia 1. Board members represent a degree of sophistication as well as expertness in finance, law, and business administration. In addition there is a critical calibre of representation at the professional level in the areas of educational program operation. Trustees are not commonly chosen because they represent potential beneficiaries financially, but in the direct sense of accomplishment and outstanding performance in their specialized areas. It is generally agreed that of great importance is a member's demonstrated interest in her or his responsibilities to the institution and a sensitivity to the constituencies that make up the college family. They are in the purest sense volunteers in human service.

All of this voluntary activity must be motivated in the hearts and minds of many talented, yet busy, people by something more than self-interest or "politics." It does not spring only from the beauty of the campus or the historical success of what started as a northern effort to cure the wounds of the Civil War. If you ask the Trustees of their motivation, I believe they will support my view that, black or white, higher education must be for all Americans. One of the goals of the Trustees is to make high quality higher education easily available for black women.

—Mr. Rogers

WHAT IS INVOLVED IN TRUSTEE SELECTION?

The manner in which a college selects its trustees is of determining importance. Although perfectly legal, self-perpetuation (the Board elects its own members as vacancies occur) is often viewed with suspicion by the general public as undemocratic and liable to misuse when responsibilities are involved. Very few private colleges use any formula other than the self-perpetuating board. The advantages in terms of continuity are clear.

If collegiality of the Spelman Board is advantageous, as stated earlier in this article, cooption is the simplest way to assure that it is achieved and maintained. Teamwork in the effective pursuit of an educational institution's program requires a considerable degree of continuity of Board personnel. Cooption assures this so that there may be sufficient understanding of objectives and a background of experience adequate both for decisions on project proposals and for continuing program planning. The chances of obtaining and

maintaining a board with reasonable balance in such matters as age distribution, availability, talents, and relevant skill and experience are improved if vacancies are filled by those who are intimately familiar with its existing composition and supplementary needs.

There is a persuasive argument for offering the responsibility of a trusteeship to the descendant of a donor in that an extra sense of obligation to pursue her or his forebears' objective, because of affection and earlier association, may be assumed.

"The 'proof of the pudding' is the students today whom I observe as bright, mature, attractive, and challenging, with a dependence on integrity and moral values. I believe they have the potential to go anywhere in the world today, with success, and I would hope happiness. Perhaps I am too optimistic, but I hope not."

—Mr. Rogers

These are critical times financially for our country and the restrictions placed on the national economy doubly affect the stability and future of any small black college. In times of crisis, the trustees of such institutions face monumental pressures in securing and maintaining on-going operational expenses while protecting small and limited endowments. As Mr. Rogers assesses: "For the future, we need a lot of things—a new President, more money, more flexibility in courses, more rapprochement with A.U.C. (Atlanta University Center), more faculty benefits, redoing of Packard and Chadwick, and so on. But, if we are living in a tight economic situation, many of the above demands cannot be met. Some can, so the Board must select its priorities until the money crunch improves. The Spelman Family must understand that the Board has concern that the selection of priorities represents its best judgement in

Kinship and lineage have never been displaced as honorable principles of social placement in our traditions.

It is often urged that college boards should include individuals (representation) chosen from all elements of the academic community, particularly students, faculty and alumnae. There is merit in this view. Trustees should be drawn from all population elements of the college, but *only* if due weight is given to relevant individual qualities.

the area of its dedication."

The source of funds may or may not have an influence on a college's activities, but it is natural for the public and its constituents to think that they do. More basic is the principle that funds dedicated to public benefit should not draw their income from discordant enterprises.

The worth of the services of a college's trustees depends as much on the programs they help to develop and support as on their management of finances.

Individual trustees of the Spelman Board have enthusiastically and candidly shared their ideas and beliefs concerning their roles as Board members for this special issue of the *Messenger*. The following quotes were culled from statements prepared by these trustees and/or biographical data. Listed is the date of election to the Board. Photographs were supplied by these trustees.

*Humane communication is encouraged
between the constituents of a small private
college.*

Enlightened Leadership

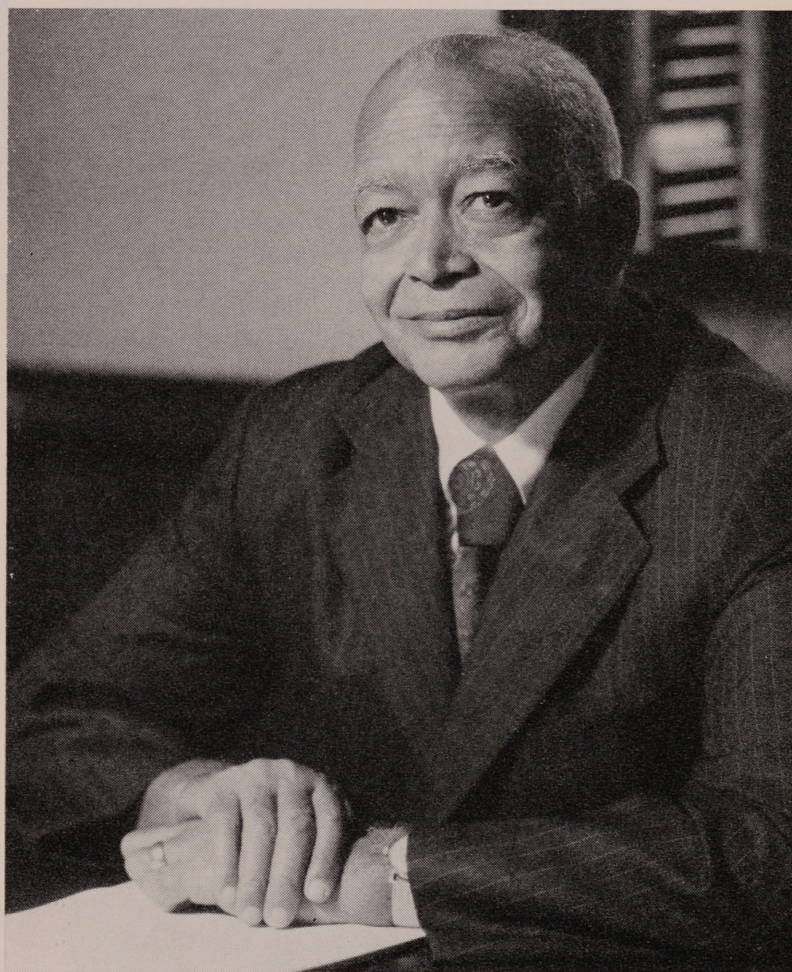
THE TRUSTEES SPEAK

President Albert E. Manley

In my opinion, the double role of trustee and president enlarges my perspective and thus allows me to function more effectively as president. As a result, I bring a greater knowledge of the day-to-day operations of the College to my role of trustee which is helpful to other Board members in their deliberations.

Having the president serve as an active member of the Board of Trustees reduces constraint and increases the ease with which the trustees and the president can work together for the good of the college. It creates a spirit of "Together" rather than "Versus." The interest and support of the Trustees have helped make my job more interesting and productive.

Over the years, I have watched the concept of trustee responsibility change to its present one of knowledgeable involvement. Because it is a working Board, the Spelman College Board of Trustees has delegated much of its assignments to committees. This pattern is reflected at the College where the delegation of duties to administrative heads, including the Division Chairmen, has resulted in more efficient attention to details and a sharing of administrative tasks.



President of Spelman College; EdD in Education, Stanford University.

Ms. Eleanor McCormack
April, 1975—

With enthusiasm, I am joining a Board known for its sense of responsibility. The commitment of the members has enabled them to be effective participants in the Spelman College community. Collectively, they hold the College in trust for the good of the Faculty and the Students. I will be faithful in this trust as I perform my duties as Trustee. In my opinion, these duties will vary with the changing needs of the College.

I accepted the invitation to serve on the Board because I believe that my experience in higher education gives me the capacity to make a positive, although small, contribution to Spelman College. I am happy to become associated with a college with the well-earned reputation for quality education and with the promise of a significant future as the woman's college in the Atlanta complex.

I am grateful to the Board for inviting me to serve.



Professor of Finance, New York University; Author of Introduction to Investments and Finance: Theory and Analysis; PhD, New York University, Graduate School of Business Administration with a dissertation in the Areas of Finance and Investments



Special Assistant to the President, Rockefeller Brothers Fund; former President, Manhattanville College; PhD in Philosophy, Fordham University.

Mr. Fred B. Renwick
April, 1971—

1. Why I accepted the invitation to serve on the Spelman Board.

Several reasons:

- A. Because I was educated in the Atlanta University complex, service on the Spelman Board seems only natural; no-deep seated reasons are necessary for me to accept the challenge and serve.
- B. Aside from love for Spelman, I accepted the invitation because I think I can contribute to Board activities in at least two important areas: a) wise selection among many alternate long-range goals for Spelman; and b) helping to guarantee Spelman's financial ability to meet those goals. I want to see an increase in the overall stature of

Spelman as an important center of learning in America.

2. My duties as a trustee to Spelman:

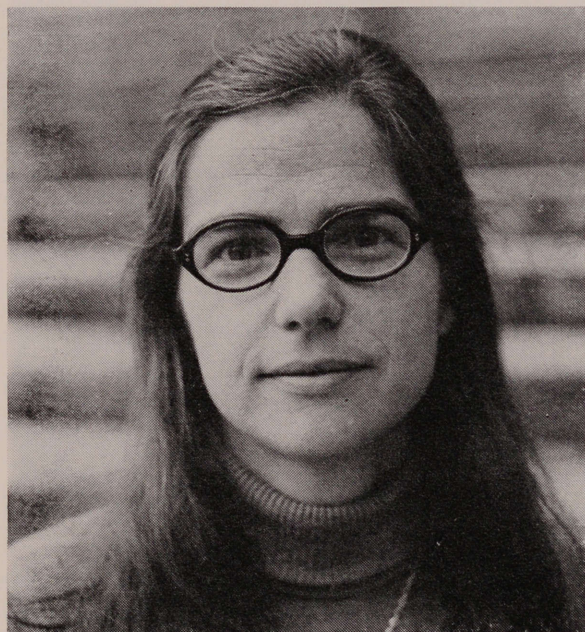
To combine the benefits of my experience and knowledge with those of other Board members toward guaranteeing the continuing survival and enhancement of Spelman College as a quality institution of higher learning during these difficult economic times.

3. Forecast of the future of Spelman.

More of a hope than a forecast: By 1986, some ten years hence, Spelman shall have gained national prominence as the school where young black women are educated not only to cope with life in these United States but equipped also to cause change for the better.

Mrs. Laura R. Chasin

April, 1965—



Completing a PhD dissertation for the Government Department, Harvard University, and second year student at Simmons School of Social Work; BA, Bryn Mawr College.

I was asked to become a Trustee because of my maiden name. One reason that I accepted the invitation was that I had heard about Spelman for as long as I could remember. Every spring my mother told me about her visit to the campus to attend the Trustees' meeting. At least once a year I eavesdropped when Miss Read came to lunch and brought my mother up to date about the college. I did not realize how interested I had become until I was asked to become a Trustee.

The main reason I accepted was my equally long-standing interest in education. I have always brooded about the strength and liabilities of the different teachers and learning situations I have encountered. More recently, I became a student of different philosophies of education and the difficulties people have encountered in trying to translate ideas of good education into living, breathing institutions. I hoped that this interest and perspective would enable me to learn how to help Spelman realize the educational goals it had set for itself.

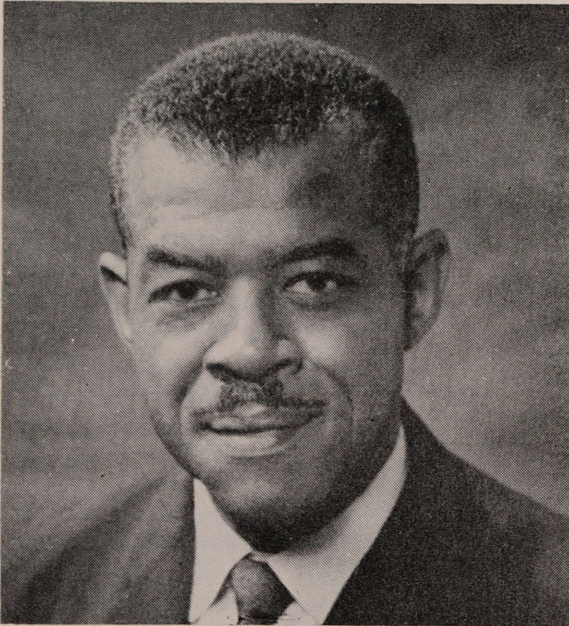
I have accepted the invitation to serve additional terms because I have become increasingly convinced that Spelman is a unique and important educational institution.

My understanding of my responsibilities as a Trustee has changed over the past ten years. As the Board has developed a committee structure there has been a division of labor among trustees. I have focused my efforts on 1) identifying and recruiting new trustees, 2) trying to develop a continuing "orientation" program to maximize our knowledge about Spelman, and 3) trying to increase effective communication between the trustees and students, faculty and the administration.

At this moment I find it hard to write about the more legal, financial and policy making responsibilities of being a trustee. Right now they are overshadowed in my mind by awesome and energy-consuming responsibilities of

selecting a new president for Spelman. Although this responsibility formally lies with the Board, as a member of its Search Committee I am committed to discovering ways to maximize effective participation by faculty, students and alumnae in this crucial institutional transition.

Donald L. Hollowell
April, 1969—



Director of Region IV of the United States Equal Employment Opportunity Commission. BA, Lane College; JD, Loyola University, Chicago, Illinois.

I see a trustee's duties at Spelman College as principally including, among other things, intelligent and timely participation in regular and special Board meetings, learning sufficient information about the College's history and operation (to include knowledge of student activities and problems), to have a fuller appreciation of its goals and objectives so as to be able to make intelligent judgments. Further, I believe there is a responsibility for a trustee to assist the College financially by participating in financial campaigns both in giving and in encouraging others to do

so according to their means. And, I believe there is a responsibility to give to the College, within reason, the benefit of whatever special disciplines one possesses.

I accepted the invitation to serve on the Spelman Board because I have long viewed the College as an outstanding institution dedicated to the education of young women generally and black young women particularly. The quality of the alumnae, students and Board—many of whom I have known personally—and the fact that I have a background in teaching, the law and administration, caused me to believe that I might make a contribution as a Trustee Board Member.

I consider the future of Spelman College to be very bright. It has an excellent scholastic standing, a strong faculty, an alumnae whose size and interest are increasing, and it fills a tremendous need. Thus, with adequate financial support Spelman College will continue to make an outstanding contribution in the academic world and to society at large.

Mrs. DeJongh Franklin
April, 1975—



Civic Volunteer

I will try to find out as quickly as possible what Spelman expects of its Board of Trustees and how the College functions in relation to the Board. I accepted the invitation to join the Board because I've had a long and admiring relationship with the College and I hoped my experience and talent would be useful. Of course, it will be a new, interesting and challenging experience for me.

Except to say that I am certain there is a future for Spelman, and a bright one, I certainly don't know enough about the College and its own aspirations *yet* to be able to predict anything."

Mrs. Asa G. Yancey
November, 1972—



Housewife and Civic Volunteer; BA, Wayne State University.

The invitation to become a member of the Spelman College Board of Trustees was accepted with profound humility and sincere commitment of service. It was fully realized that the

duties of a trustee should begin with the ever-increasing process of becoming as well informed as possible about the college program and the responsibilities inherent in Board membership.

The contributions of an individual trustee stem from the capabilities with which each Board member is equipped. With seriousness of purpose, an academic institutions' governing board needs representation of experience in areas of educational policies and goals; business, finance and over-all management; plant management and real estate; law; public relations (maintaining and expanding public confidence in the institution); and fund-raising and development programs. I plan to attend meetings regularly, to study communications between meetings and accept an active role in committee assignments. Also, I shall make every effort to understand the basic issues and arrive at decisions with unbiased, sound and honest judgment.

Even in face of rising costs and economic cut-backs affecting the entire country—and this institution could hardly be an exception—Spelman College continues to function with outstanding effectiveness. Fulfilling, still, its founding purpose of educating black women, Spelman (the first of only two such institutions) is unique. For this reason and others, I firmly believe the College will remain the overwhelming choice of many young women. Its students seek and acquire not only a sound liberal arts education but also an experience which affords race pride and life-long friendships and associations.

Dr. Eleanor I. Franklin
November, 1972—



Associate Academic Dean, College of Medicine, Howard University; PhD in Endocrinology and Medical Physiology, University of Wisconsin.

With respect to my "forecast of the future of Spelman College," I find it difficult to respond to such a question. It will depend to a large extent upon the College's present imprint on higher education and the needs and changing needs of college trained women in American life. It will also depend upon the ability of the College to forestall the effects of this period of inflation-recession in our world economy, and particularly upon the national governmental attitudes toward higher education. To date, the happy marriage of a conservative policy in fiscal matters to innovation in academic programs by the faculty and administration has been a decided advantage in Spelman's favor—perhaps even unique. This basic philosophy has made it possible for the College to "weather" some stormy times while comparable schools have found it necessary to retrench in terms of programs, services and in calibre of students.

The genuine concern on the part of the members of the Board of Trustees to preserve that which is of great value in the College's fibre and tradition is both commendable and fortuitous for Spelman. It is also the major indicator of the viability of Spelman's future.

Mr. Dwight C. Minton
April, 1971—



President and CEO, Church & Dwight Co., Inc., New York; MBA, Stanford University.

I accepted the invitation to serve on the Spelman Board in anticipation of making a contribution to the furtherance of quality black education in the United States. This ties in with my membership on the Atlanta University and Morehouse Boards. It is my hope that Spelman will continue to be an important part of American higher education, and will be in the future a strong, private women's college which has its roots in the development of black higher education.

Mr. Ivan Allen, Jr.
April, 1970—



Chairman of the Board of Ivan Allen Company and Former Mayor, Atlanta, Georgia; BA, Georgia Institute of Technology.

It is my pleasure to be a member of the Spelman Board of Trustees, as I consider Spelman to be among the finest colleges in the South. It is a pleasure to serve and offer whatever advice and effort I am prepared to give in order that Spelman may continue to grow and develop.

Mrs. Francis Randolph
November, 1974—

Former Chemist with the American Tobacco Co., El duPont de Nemours & Co., and staff writer, editor, Vogue Magazine; BA, Vassar College; Graduate work in Chemistry, University of Minnesota.

As to my view of my duties as a trustee, there are the four more or less traditional responsibilities for all trust-

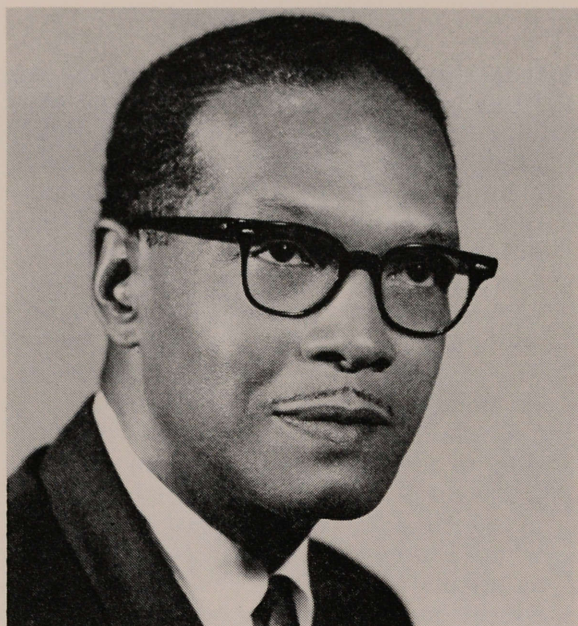
tees—the selection and support of a President; the raising of funds necessary for operation of plant and program and the overseeing of their expenditures; the maintaining, renewing, replenishing of physical assets; and the interpreting of Spelman to the public. I expect the focus of my endeavors to vary during my term as I am part of one committee or another but I hope to be involved in all these broad areas in specific ways as needs arise.

I was delighted to accept the invitation to serve on the Spelman Board for several reasons: the utmost respect in which I held the board members whom I knew; my respect for Spelman as an institution; my keen interest in education in general and private education in particular; the fact that I hope to be able to be of use after having served for 14 years on the board of a northern private four-year liberal arts college.

As a relatively new trustee, I'm not really equipped to forecast the future of Spelman but I do firmly believe in the need for a variety of private educational institutions in our democracy. In this day when so many institutions are asked to be all things to all people, there seems to me a vital need for Spelman because, as her alumnae have proved, she is unique in providing an excellent education for the young black woman; she is private and therefore freer to experiment, to lead, to find the paths, in this time when the rapid changes of society are causing the aims of higher education to be challenged and reassessed and the goals to be redefined.

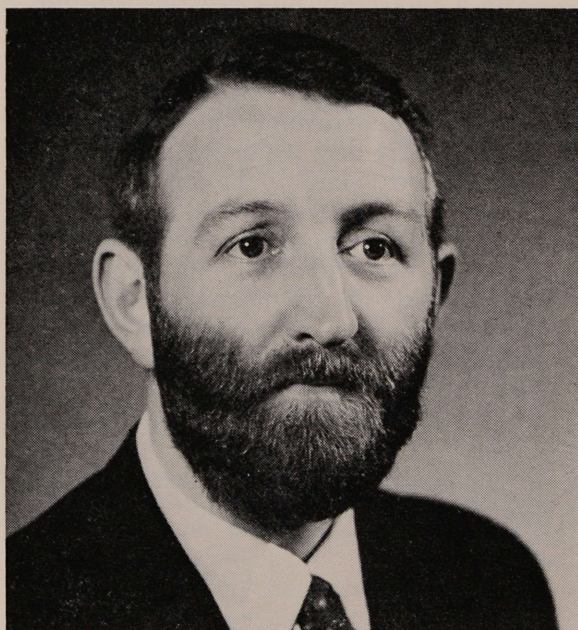
A trusted relationship involves the elements of assurance, honor, integrity and reciprocity. Implicit in the ideal of trust

Thomas D. Jarrett



President of Atlanta University. PhD in English, University of Chicago.

Eoin W. Trevelyan



Member of the faculty, Harvard University Graduate School of Business Administration, lecturing in the Area of Business Policy/General Management; PhD, in Business Administration, Harvard University.

is confidence in fulfilled expectations. It is expected that persons will behave according to the principles of human relations and that responsibilities will be met. It involves a mutuality of expectations. All of these combine to effect significant communication between Board members and the general college community. Open-ended transaction of this kind facilitates a consensus on the essential nature of Spelman's educational philosophy, its goals and its day-to-day objectives. It is for this reason that Board Chairman Mr. Rogers wrote the Editor of the *Messenger*: "...let me tell you how pleased I am that you are trying to get the Trustees known to the Spelman family."

As their predecessors before them, members of the Spelman Board today must remain alert to the distinction between education and propaganda, for it is sometimes slight and only in the eye of the beholder. One man's concept of education is, indeed, commonly another man's propaganda. There is the common sense need for efficiency and probity, to avoid duplicity in program development and operation as we move into the decade of the eighties, and the centennial of the founding of Spelman College—April 11, 1976.

Influential educational programs inevitably arouse controversy. Colleges concerned with research and the improvement of human conditions are intervening in social development, interfering with comfortable ways of life, and consequently disturbing those who like things as they are.

Colleges must either avoid innovation or reconcile themselves to the fact that regrettable consequences may follow from prideful achievements. The balm when the risk is taken is in the practically universal agreement that progress always has its costs and that educational accomplishments have far outweighed their social price.

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1975-76

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LAURA ROBINSON IN BRILLIANT FACULTY RECITAL

Any true music lover who missed Laura Robinson's Faculty Recital on November 9 lost a golden opportunity to hear one of the great musical delights of this school year. The program itself was the music lover's dream: the best of vocal literature performed with the precision of a true artist. In short, it was a supremely demanding program of enormous scope and intensity! But Mrs. Robinson was clearly the master of the task and performed the music with such brilliant musicianship that it literally "raised the hair on your head!"

As usual during the summer months, Mrs. Robinson pursued her vocal art. At the 1974 Brevard Music Camp she scored triumph after triumph. During the 1975 summer months, she achieved a high degree of note at the internationally renowned Interlochen National Music Camp. There she truly established a name for herself. Not only was she chosen, prior to her going to Interlochen, as a scholarship recipient, but, after entering the Concerto Competitions among performers in all media and from all over the world, she was declared a winner. As a result, she sang with the University Orchestra the same aria which brought her the high distinction which the exacting competition and subsequent winning brought to her.

Her November performance in Sisters Chapel afforded again for a group of enthralled listeners the pleasure of hearing vocal technique at its best. Her control—breath, diction, phrasing, style and mood—was a marvel. Her vocal endurance—

ever extracting even the slightest musical nuance from the composition—was a treat, from the first utterance to the final but still warm sound. Hence, she is a master vocal technician and a thoroughly musical singer.

The demanding program included J. S. Bach's Cantata No. 209, "Non sa che sia dolore," complete with a Baroque Instrumental Ensemble; French songs of Ravel, Saint-Saens, and Bizet; lieder of Franz Schubert; Charpentier's "Depuis le jour" from *Louise*; Verdi's "Merce dilette amiche" from *I Vespri Siciliani*; and two English words of Ned Rorem. In Schubert's "Der Hirt auf dem Felsen" John W. King, of the Spelman Music Faculty, brilliantly executed the clarinet obbligato, and the contrasting media in duo made an exciting blend of timbres. Myron Munday, Mrs. Robinson's faithful and gifted accompanist, played his important role, exercising precision, expressiveness, sensitivity, and superb keyboard mastery. Robinson-Munday is a team that would be surpassed only with great difficulty.

The final work—John Carter's "Cantata," utilizing melodies of familiar Negro spirituals in a thoroughly exciting contemporary idiom—brought the enraptured audience to its feet. Students from Mrs. Robinson's Studio served as ushers and presented her with a large bouquet of long-stemmed, red roses. She deserved all of it!

Chairman, Music Department
Roland L. Allison

SPELMAN-MOREHOUSE PLAYERS PRESENT TWO PLAYS

A contemporary play, *Tiger, Tiger, Burning Bright* by Peter Feibleman, was the initial production of the Morehouse-Spelman Players' 1975-76 season and also constituted the directional debut of Dr. Fred D. Hall Jr., one of two new faculty members in the Department of Drama. It proved to be an excellent beginning both for the Players and the director.

Set in the middle sixties in the home of a black family living on the outskirts of New Orleans, Mama lives on and with her dreams. Her apron string-tied children are restless and frustrated, but Mama is unaware that her offsprings have dreams of their own. Their attempts to break loose from Mama's unrealities without shattering *all* her dreams form the basis of the plot.

A summary statement about the cast's performance may be expressed in two words—very good. The cast was well chosen, and the supporting players added immeasurably to the overall excellent performance.

The eldest son, Clarence, is an angry young man. On occasion, Lorenzo Benn, Jr. who portrayed Clarence, was a little too angry—his anger clouded the delivery of his lines. The audience could feel and see his rage, but could not hear at what or to whom it was directed which was unfortunate. Andrea Whatley's portrayal of Mama was "unreal" to the point of perfection; the few moments in which Mama faces reality—just long enough for her to fit it back neatly into her dreams—were handled with understanding and finesse. Ms. Whatley made them poignant and bittersweet. The daughter Cille, whom Mama wishes to believe is sickly and incapable of working or thinking for herself, was admirably

played by Janice Killian. At times, she was almost ethereal; at times, very much down-to-earth—and believably so.

Carmen Kelly as Celeste was charmingly scheming... on the grounds of sex.

The set, lighting and costumes followed the Players' tradition of technical excellence. The play moved smoothly and maintained a good pace for the comedy. The tempo slowed for moments of tenderness and tragedy.

The second production was the classic drama, *The House of Bernalda Alba* by Garcia Lorca, the Spanish playwright. The play is about the inhabitants of a Spanish village in the early 1900s and in particular about the five daughters of Bernalda Alba, a wealthy property owner, recently widowed. The plot concerns itself with the conflict that exists between the tyrannical mother and her daughters, all of whom are of marriageable age, and between the sisters individually.

The leading role of the mother, Bernalda Alba, was played by Betty Vaughn, who gave a strong, beautifully sustained performance, dominating the other performers—which was Lorca's intention.

All the supporting roles were played commendably. Sets, lighting and costumes contributed to the atmosphere of drama. Dr. Arturo Machuca-Padin, who has a Spanish background, in his directional debut as the other new faculty member of the Department, brought an impressive sensitivity to his interpretation and direction.

The Department of Drama is proving stimulating and exciting; the remaining productions are anticipated with enthusiasm and increased interest.

Norah Mc Niven

CAMPUS BRIEFS

The Spelman College campus was bustling with activity on Sunday, August 24, 1975, as four-hundred and fifty new students and their parents were welcomed to the Spelman family. Four-hundred and fifteen bright new faces that make up the Class of 1979, one of the largest classes in Spelman's history, were greeted, somewhat incredulously in an era when many colleges, especially private institutions are experiencing declining enrollments. Spelman can be particularly proud that its distinguishing characteristics — private, predominantly black, liberal arts, women's college — are viewed positively by many prospective students. This is evident in the fact that the percentage of students choosing to enroll after acceptance (64%) is higher than that of the previous years (57%). Among the reasons most frequently given by freshmen for making Spelman their choice are the reputation of the College; recommendations by alumnae and students of the college; the appeal of Atlanta and the Atlanta University Center; and the desire to attend a predominantly black college.

The Class of 1979 is composed of students from thirty-five states, the District of Columbia, the Bahamas, Virgin Islands and three foreign countries. Although one fourth of the young ladies come from the Southeast, every section of the country is represented in the class. The states sending the largest number of students are Georgia,

New York, and Florida, respectively. Pennsylvania, New Jersey and South Carolina tie for the fourth spot. Among the states not represented in our student body last year that are identified by new freshmen include Arizona, Hawaii and Oregon. International students hail from Kenya, South Africa, and Vietnam.

A broad range of interests and increased career consciousness are reflected in the majors chosen by freshmen. In keeping with the national trend, large numbers of freshmen (15%) are inclined toward biological sciences and health careers. Twenty-four new students (6%) entered as dual degree engineering majors. Economics (7%) and Computer Science (4%) are also growing in popularity as students become more aware of opportunities in business and as more attention is focused on the economic plight of the nation. Thirty-students (7%) expressed a desire to major in English with many professing an interest in journalism. The social sciences continue to be attractive (24%) with a number of students in this group interested in the pre-law sequence. Five percent of the students have indicated a major in the fine arts. Twenty percent have expressed an interest in education-related courses. Although some students (12%) are undecided about a major, the greater emphasis on career education is clearly reflected in the aspirations of young women applying to Spelman.

This awareness is also evident in pre-admissions interviews where prospective students are quite inquisitive about the success of alumnae and specifically, about the employment potential of recent graduates.

As always, Spelman is happy to welcome its granddaughters. This year Spelman women contributed eleven new freshmen. Of this talented group, eight were honor students who came from California, Georgia, Hawaii, Indiana, Michigan, West Virginia, and the District of Columbia.

Speaking of honor students, concern is frequently voiced by friends of the college about the quality of students choosing Spelman. It is true that as a single sex institution whose primary target population is a minority, the College is facing increasing competition for the brightest young women. Nevertheless, Spelman continues to attract some of the best students in the country. In recognition of this fact, Spelman has been recognized as one of only eight hundred colleges in the nation that are consistently named by a representative number of National Merit Achievement Finalists as a first choice institution. Over fifty students were awarded academic scholarships on the basis of Scholastic Aptitude Test Scores, grades, and recommendations. However, Spelman is studying and observing very closely the decline in SAT scores and reading skills of students that is recognized as a national dilemma.

The commonly held belief that the majority of the more talented black students are choosing predominantly white colleges is not supported by current data or by information received from high school counselors who report that many of their better students are now voicing a preference for predominantly black colleges. However, in the final analysis, a student's decision is influenced by several factors including the cost of the institution, the financial aid received, and the programs of study offered.

The number of students wishing to transfer to Spelman is also significant. In September, thirty-seven students enrolled who had previously attended other institutions. Twenty-nine of these students had attended predominantly white institutions. All of the students were in good academic standing and eight were honor students.

Recognizing the need for a viable recruitment program in order to remain visible and to actively encourage the application of strong students, a full-time Assistant Director of Admissions was added to the staff. Her major responsibility is to coordinate recruitment. Last year she visited 55 cities and talked with over 700 students. It is interesting to note that she recommended only two hundred of these students for admission to Spelman. In many cities the College representative was assisted by alumnae. This year the Alumnae Office and Admissions are working closely to strengthen the alumnae recruitment network, recognizing that alumnae make the best recruiters. Hopefully, through closer communication and expansion of the recruitment program, Spelman's future as a selective, competitive institution of higher learning will continue to be secure.

Bettianne Childers Hart
Director of Admissions



Dr. Payne presents books to the Central Library of Pernambuco, Brazil.

Georgia and Pernambuco Exchange Program

During the month of October, 1975, a group of Spelman students and faculty members spent two weeks in Pernambuco, Brazil, on a fall exchange program. The program was a citizen exchange between Georgia and Pernambuco. The program is sponsored by the Georgia Partners of the Americas, which each year promotes and supports activities of professional interest between the states.

A singing group of twelve selected students called The Spelman Belles were under the direction of Dr. Roland Allison, eminent chairman of the Music Department. They appeared in performances before colleges, churches and civic groups in the city of Recife. The Spelman Belles' repertoire included the master works of choral literature, Negro spirituals, Broadway show tunes, and other works by American composers. Members of the singing group were Belinda

Neal, Sondra Rates, Cheryl Harden, Sherrell Morris, Denise Nichols, Deirdra Yarbrough, Candace Venning, Janet Myers, Alicia McIver, Avis Graves, Robin Jones and Barbara McNelly. The featured soloist was Mrs. Laura English Robinson of the music faculty who won honors this past summer at the University of Michigan Opera Theatre. Accompanist for the singing group was Dr. Joyce F. Johnson, College organist and professor, Music Department.

Also traveling with the group were two other members of the College faculty and staff: Dr. Zelma A. Payne, director of the Nutrition Program, and Dr. Edward Lundin, director of Institutional Research and Planning. Dr. Payne visited the director of the Nutrition Programs of the Universities of Pernambuco and Rio de Janeiro. She also met with the professors of nutrition at the Instituto de Nutricao,

University of Pernambuco in Recife and the Nutrition Institute at Salvador. She presented, in the name of Spelman College, nutrition books to the central library of Pernambuco. The books were donated by the Eli Lilly Company of Indianapolis and the Majors Scientific Company of Atlanta.

Dr. Lundin visited the Education faculties of the Universities of Pernambuco and Bahia to analyze their academic programs

*ALBERT E. MANLEY
CONVOCATION SERIES
SPONSORED BY COLLEGE*

Spelman College is sponsoring the Albert E. Manley Convocation Series, 1975-76, in honor of the College's fifth president who has announced his retirement to take place at the end of this academic year.

"The series will provide to the Spelman College community a forum of persons and programs of outstanding merit . . . programs which will identify and dramatize issues of national relevance. The Series will seek to inspire and to provoke constructive discourse and debate."

Speakers scheduled for the series are Harold Eugene Ford, Member, U.S. Congress; Johnny L. Ford, Mayor, Tuskegee, Alabama; Vivian W. Henderson, President, Clark College, Atlanta, Georgia; Charles B. Rangel, Member, U.S. Congress; Dr. Alvin F. Poussaint, Director of Student Affairs, Associate Professor of Psychiatry, and Associate Dean of Students, Harvard Medical School; Gwendolyn Brooks,

Pulitzer Prize-Winning Poet; Lerone Bennett, Jr., Historian, Essayist, Novelist, and Poet; Madelyn P. Nix, Attorney at Law; and Yvonne B. Burke, Member, U.S. Congress.

*UNITED NATIONS
ANNIVERSARY OBSERVED
BY STUDENTS*

The International Room Committee of Spelman College, Dr. Halimat Inal, chairperson, celebrated the 30th United Nations Anniversary of Spelman College in Howe Hall on October 24, 1975. Following interesting and provocative speeches which were given in different languages by students, participants and friends enjoyed a refreshing social hour.

*AN EXHIBITION OF ETCHINGS
HELD BY THE ART
DEPARTMENT*

The Spelman College Art Department held an exhibition of etchings, October 6-31, in the John D. Rockefeller, Jr. Fine Arts Building. The works exhibited were done in the late nineteenth century as illustrations of great masterpieces then in private collections of European aristocrats.

In 1883, printing of the etchings was sponsored by a select group of Noblemen who donated the profits from the venture to the Free Schools of Paris. At that time, many of the world's treasured paintings were in private estates and unavailable for public viewing. The sponsors commissioned several famous contemporary graphic artists to copy these masterpieces so that

a select group of collectors might study them before making inquiries about possible purchases. A very small number of the etchings were reproduced. Spelman was fortunate to be able to exhibit twenty-six of these unusual works. Among the old masters represented were Delacroix, Th. Rousseau, Rembrandt, Fortuny, Decamps, Millet and Meissonier.

ALUMNAE NEWS

SPELMAN WOMEN WHO RECENTLY EARNED THE DOCTORATE



Dr. Frankye Berry

Kudos to Dr. Frankye Almeda Berry, C'30, on having earned the EdD degree in education at the University of Florida at Gainesville in 1975. A native of Atlanta, Georgia, and twice a graduate of Spelman, high school and college, Frankye also received the MEd degree from the University of Florida. Additional study was done at Northwestern and Atlanta Universities. Her general areas of competence are English, Curriculum and Instruction and Educational Administration. An excellent and effective teacher, Frankye has enjoyed significant experience in the teaching profession. In Tampa, Florida, she has been an instructor in English at Hillsborough High

School and Upward-Bound Program, University of Florida; instructor in Advanced Composition, University of Tampa; principal at Lomax Summer School, Tampa; and chairperson of the Department of English, Middleton High School, Tampa.

Included among her many honors and activities are membership in Kappa Delta Pi, Pi Lambda Theta, and Phi Delta Kappa Honor Societies, University of Florida, Gainesville, and in the Tampa Branch, American Association of University Women; recipient, Language Arts Scholarship, Atlanta University; University Fellow, University of Florida, Gainesville; director of stage production and other dramatic activities, Middleton High School; liaison officer for the National Council of the Teachers of English and the Hillsborough County Council of English Teachers; and past director of the National Council of Teachers of English.

Dr. Berry, a distinguished citizen of Tampa where she has resided for many years, has been an ardent church worker. For several years, she was conductor of the B.Y.P.U. Congress of the National Baptist Convention of America. During her tenure, and throughout her teaching career, the lives of hundreds of young people have come under her influence. Her life is a benediction to them.



Dr. Jane Smith Browning

The *Messenger* congratulates Dr. Jane Smith Browning, the daughter of Dr. and Mrs. Harvey B. Smith (Lavada Johnson '43), a 1968 graduate of Spelman, MA, Emory University, who received the EdD degree November 15, 1975, from Harvard University. At Spelman and Emory her academic concentrations were in sociology. At Harvard, she concentrated in higher education and social policy. Her dissertation is titled *The Origins, Development and Desegregation of the Traditionally Black Public Colleges and Universities: 1837-1975*.

While at Spelman, Jane was included in the 1968 edition of *Who's Who Among Students In American Colleges and Universities*. In 1969, she served as a teaching fellow at Emory University and in 1970, was an instructor of sociology at Boston State College and at the Boston Model Cities Higher Education

Program. Also in 1970, she served as curricular consultant to the Boston Model Cities Higher Education Program. During her years at Harvard, Jane served as teaching fellow and research assistant at the Graduate School of Education and was director of Harvard's Center for Urban Studies' Citizen Intervention Study.

Between 1971 and 1975, Jane was awarded a Harvard Academic Scholarship, and fellowships from the National Fellowships Fund, the Southern Fellowships Fund and the Whitney M. Young, Jr. Foundation. She was included in the 1973 edition of *Outstanding Young Women of America*.

She has coauthored a National Institute of Education document entitled *Education and Social Policy: A Report on a Doctoral Training Program* and *The Role of Women in the American Society*, a high school curriculum published by Education Development Center, Newton, Mass.

At present, Jane is director of Freshmen Studies and assistant professor of sociology at Spelman and along with these responsibilities, she serves as a Fellow of the Whitney M. Young, Jr. Foundation, an Administrative Intern of the Woodrow Wilson Foundation, and on the Community Advisory Committee for the Bicentennial Project of the Atlanta High Museum of Art.

Dr. and Mrs. Larry Browning (Jane's husband is a dentist) are the parents of one child, a son, Clinton Stuart. They are at home at 805 Rodney Drive, S.W., Atlanta, Georgia 30311.

DR. ETHEL FRANKLIN TAYLOR

Congratulations to Dr. Ethel Franklin Taylor, C'51, associate professor of English, A. and T. State University, Greensboro, N.C., who received the PhD degree in English at Indiana University in 1974. In 1953, Ethel earned the MA degree at Atlanta University.

For several summers, Ethel was the recipient of several special scholarships and/or awards and studied at Atlanta University, Cornell University, New York University, Indiana University and in a special seminar in the use of self-instructional devices in reading and English at the ninth grade level at the Knoxville College Technical Teaching Center.

During her study for the doctorate, Ethel was awarded a Southern Fellowships Fund Fellowship, 1970-74, and an Indiana University Equal Opportunity Foundation Fellowship, 1970-72.

Soon after graduating from college, Ethel accepted a position in her home town, Rome, Georgia, as an English teacher in the Rome City School System. Additional teaching positions include assistant professor of English and coordinator of Project Potential, Hampton Institute, 1966-70, and associate instructor, Composition, Indiana University, 1972-74.

Mr. and Mrs. Taylor reside at 27-H Covey Lane, Greensboro, N.C. 27406.

DR. HELEN WILLIAMS WALKER

Helen Walker Williams, C'37, MA in English Language and Literature, University of Michigan, assistant professor of Elementary Education, Rhode Island College, Providence, received the PhD degree in Curriculum and Instruction at the Graduate School of Boston College, Chestnut Hill, Massachusetts, in 1974. Dr. Williams is a teacher in the Graduate School of Rhode Island College and the supervisor of student-teachers.

Helen previously taught at Georgia State College, in the secondary schools, Providence, R.I. and for three years was technical director of the Ebony Fashion Fair which position took her to England, France, Italy, Switzerland and Greece.

An active citizen of her community, she has participated in the Public Affairs Program of the Providence YWCA, Rhode Island League of Women Voters, and Interracial Women's Group. She and her husband, Mr. Charles N. Williams, are the parents of two children, Charles N. Jr., and Helen Ethel.

The *Messenger* extends congratulations to Dr. Williams on this latest educational achievement.

ATTENTION: ALUMNAE

SPELMAN PREPARES FOR CENTENNIAL CELEBRATION

Spelman College will be observing its 95th anniversary on April 11, 1976. In 1981, just five years hence, this institution will be one hundred years old! Before then, we hope to have an up-to-date address for every alumna.

One of the most urgent tasks facing the Alumnae Office is to make contact with ALL Spelman alumnae.

Although we have biographical folders of all alumnae—graduates and former students—inaccurate addresses prevent the College from corresponding with all of you. In order to bring all addresses up to date, may I suggest that you mail addresses of fellow classmates and graduates to the Alumnae Office.

Communication of thoughts and ideas from alumnae can be highly effective in assisting the growth of the College. If the alumnae are to remain an important segment of the College and its future, your immediate help in locating lost alumnae is needed *now*.

A REMINDER

Members of the one and six classes—1906, 1911, 1916, 1921, 1926, 1931, 1936, 1941, 1946, 1951, 1956, 1961, 1966, 1971—are reminded that May 14-16 are their reunion dates. Please plan now to be on hand for reunion and alumnae activities. In the next several weeks you will receive more detailed information about the celebration.

SPELMAN COLLEGE

SPELMAN COLLEGE
350 Spelman Lane, S. W.
Atlanta, Ga 30314

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